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THE IOWA MODEL FOR SUPPORTED EMPLOYMENT

I. Introduction to the Iowa Model of Supported Employment

The development of the Iowa Model for Supported Employment was a joint effort with representatives from the Iowa Vocational Rehabilitation Services, Community Rehabilitation Programs, Iowa State Association of Counties, and the Department of Human Services. The decision to jointly review the existing model of supported employment was facilitated by a number of factors that involved:

- ✚ Decreasing Financial Resources
- ✚ Recidivism Outcomes
- ✚ Strained Collaboration and Partnerships

Jointly the partner representatives met to facilitate discussions on the future of supported employment in the State of Iowa and what needed to change to develop a more viable, effective and efficient system. As a result an action plan was developed with considerable planning that incorporated a more comprehensive system of training that participants believe will produce measurable and consistent outcomes.

Paradigm Shift:

The traditional model of supported employment under the Menu of Services involved upfront planning regarding identification of employers in the community at which the client could find placement. That model involved more emphasis on the placement and evaluation of performance at the job site, than the actual training requirements. When considering the reasons for the recidivism rate the Supported Employment Analysis team recognized that a significant lack of formalized training occurred which could impact the outcomes. As such a paradigm shift emerged that should significantly impact the training of professionals and clients alike.

Instead of individual job placements performed by a contracted vendor the new SES Paradigm involves the following components:

1. Stronger Employer Development which,
 - a. Facilitates individual job placement
 - b. Enhances organizational training for ease of transition
 - c. Identifies effective supports on the job
 - d. Develops business skills in training and job retention
2. Detailed Training Plans which,
 - a. Identifies the job specific skills necessary to do the job
 - b. Identifies the timeframe in which the trainee should learn the job
 - c. Identifies the competency level of the individual to do the job
 - d. Identifies skill strengths of the individual should job carving be required
 - e. Identifies a formalized approach to training and supervisory evaluation

3. Creates a Clear Road Map
 - a. Identifies clearly the requirements for the job so the client can make an informed choice
 - b. Identifies clearly those skills the client demonstrates that could transfer to another job.
 - c. Identifies clearly the expectations of the job coach, the client and the employer in creating a successful training experience.

A. Roles and Responsibilities

As roles and responsibilities are more fully developed staffs from various organizations understand not only how to interact to achieve outcomes, but also how to work together to more effectively serve individuals with disabilities seeking supported employment services. Of utmost importance is the expectations that all team members respect one another's area of expertise, act in a manner that supports the team members job responsibilities, and works collaboratively with a focus on the best interest of the individual with a disability. While the roles and responsibilities have been defined (see Appendix A), how those roles work together for the achievement of the employment goal is critical.

Collaboration is a spirit and a mind set, not a specific skill set. Members of the team must recognize the contribution each makes to achieving the employment goal and the specialized training of each member that creates a holistic process to achieving outcomes. Together these professionals create a team that can effectively and efficiently serve the individual with disabilities in a manner that results in quality outcomes should they respect one another and work within their areas of expertise.

Together these individuals form a Regional Team in the area to facilitate the service delivery and problem solving systems to achieve outcomes. This Regional Team carries out the following responsibilities:

1. Allocation of Financial Support for Client Services
2. Identification of Benchmarks to be Achieved
3. Facilitation of Problem Solving Regarding Conflicts on Client Teams
4. Evaluation of Program Improvement and Success

B. Problem Solving Approach

The Regional Team, (comprised of a CPC, Case Manager, VR Counselor, VR Supervisor, CRP Representative, AEA Representative and Consumer Representative), participate in a problem solving approach to conflict resolution, evaluation, and benchmark identification. The process involves maintaining a focus upon what is best to achieve the employment goal and the needs of the individual with a disability through:

1. Identification of the issue or need
2. Review of existing data and information
3. Identification of strategies to address the issue or need
4. Identification of benchmarks that demonstrates progress
5. Evaluation of the effectiveness of those strategies
6. Recommendation of next steps, etc.

Jointly this team makes decisions when issues are brought before them to find a mutually agreeable solution that meets the requirements of the system: Employment Outcomes for Individuals with Disabilities. When turf issues or other similarly ego related issues surface, this team will review the information and together develop a plan that the Client Team Members will follow to achieve results. Any member of the Client Team may bring the issue to the Regional Team. The following are areas that the team is expected to:

1. Resolve time delays in services
2. Resolve competing employment goals
3. Resolve misunderstanding of the disability and employment issues
4. Resolve residential service gaps that impede employment progress
5. Resolve informed choice delays
6. Maintain accountability of all partners, including the client
7. Maintain collaboration among all partners
8. Share employer development information to expand potential job candidates
9. Communicate with representative organizations

C. Collaboration

The Regional Team in each VR Area Office is selected by their respective membership to represent them, while the Client Team is assigned to their role based upon their case assignments. Together they communicate and collaborate to serve the individual with a disability in achieving the employment outcome. Respect for one another's definition of employment is maintained, and it is recognized that partners work only within their definition. When the goal is outside of the boundaries and exceptions of those definitions, Client Teams will secure the more appropriate resource for service. However the collaboration that occurs to develop the infrastructure of the system is accessible for client needs.

Vocational Rehabilitation Staff is responsible for business development and client job placement. Staff will develop relationships with business and industry to understand their job requirements and expectations, outline specific job skills, and create educational opportunities

for employers. Through this business development process VR staff provide to business and industry:

1. An analysis of their business demands, job needs, and future trend expectations;
2. An analysis of their customized training needs and how that can create opportunities for the company;
3. An educational training system that will improve the business training plans and create understanding of disabilities and job retention;
4. A workforce able to be trained in the skill requirements of the job
5. A plan for follow up to evaluate and communicate client success; and
6. A plan of support to achieve the business expectations.

Community Rehabilitation Program Staff is responsible for utilizing the business development information to develop a specific job within the company with the VR Counselor, and arrange for a skilled job coach to implement the customized training plan. The CRP will provide feedback and evaluation information to all partners in the rehabilitation process. The Job Coach will:

1. Interact with the employer, co workers, and client to facilitate training and transition into employment;
2. Follow the customized training plan;
3. Train the client according to the specific learning styles of the consumer; and
4. Provide follow up and facilitate communication on training success between the employer and the client.

Case Manager/Service Coordinator/Social Worker are responsible for coordinating the funding and support services to enhance employment success. Case Managers will:

1. Arrange financial resources to support the client;
2. Arrange residential and transportation services to facilitate success;
3. Develop communication feedback between residential and employment services;
4. Coordinate communication among partners so that strategies are developed for success.

Central Point of Coordination Coordinators are responsible for determining eligibility for funding and maintaining the follow along services. CPCs will:

1. Determine county of residence;
2. Determine funding resources;
3. Maintain follow along support services.

School Personnel are responsible for students in transition to experience a meaningful educational program. As such school personnel will:

1. Reinforce workplace academics in the classroom;
2. Reinforce workplace learning and soft skill development;
3. Connect with adult services to facilitate transition;
4. Connect with adult services to coordinate the school requirements and schedule with the needs of business and industry;
5. Infuse workplace expectations into discussions regarding transition activities;
6. Develop cross curriculum opportunities.

Consumer Representative provides a voice in how the various issues impact individuals with disabilities. As the Regional Team discusses and problem solves the issues generated the consumer is responsible for:

1. Describing the impact that the issue has upon individuals with disabilities
2. Asking how the issue might be resolved to serve the unique needs of individuals with disabilities
3. Encouraging the team members to consider the perspective of the individual with a disability as solutions are achieved.

D. The Customized Training Plan

The Customized Training Plan (CTP) is a vehicle of communication for all partners. The CTP identifies the specific job skills necessary to perform the work effectively and identifies the training schedule by which the skills will be developed. The CTP highlights the length of training expected, at which point follow along is implemented, and communicates the effectiveness of the skill acquisition. In addition it provides a tool to the employer to measure the success of the worker and communicate expectations as well as the level of success of the training. The CTP:

1. Communicates to the client worker all the specific skills to learn, the timeframe in which to learn them, and the level of competency the worker has achieved;
2. Communicate between the employer and the worker the expectations and success of the training;
3. Communicate to the job coach what must be trained and the learning styles of the worker for effective skill acquisition;
4. Communicate to the partners on the success of the training;
5. Communicate in those instances where the client is unable to acquire all the skills, the job that can be carved that continues to add value to the business;
6. Communicate the point at which follow along services are required and the level of follow along necessary.

E. Accountability

All of the Regional Team Members are responsible for the evaluation of the Iowa Model. Benchmarks are identified and measured to determine how effective is the change in the Iowa Model as compared with past models. Specific benchmarks to be considered include:

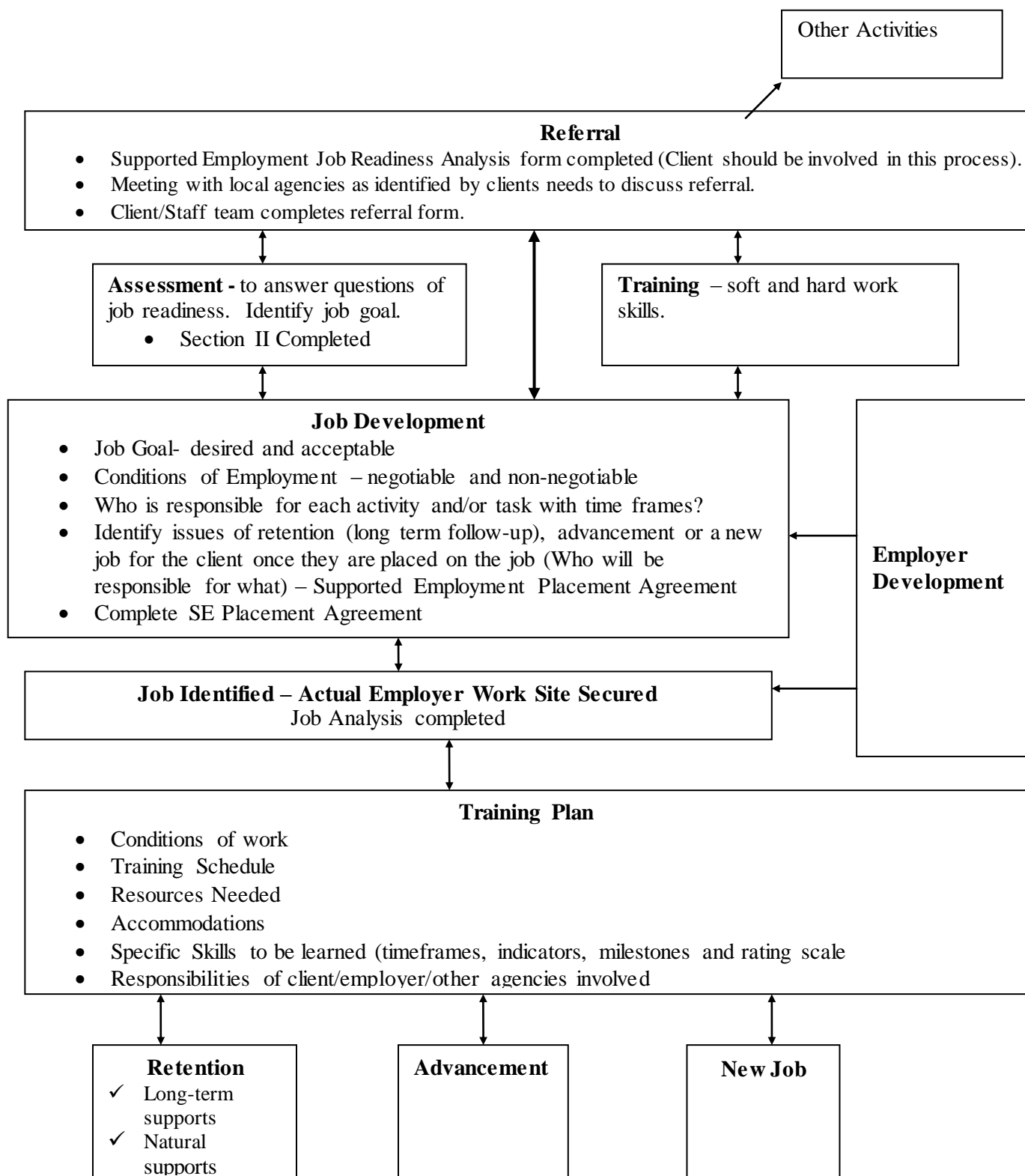
1. Recidivism rate
2. Business involvement/satisfaction with the CTP
3. Client informed choice satisfaction
4. Community collaboration and problem solving
5. Other

II. Summary:

As the Iowa Model is implemented and monitored each Regional Team may make specific changes to reflect the collaboration and business community; while maintaining the basic infrastructure defined in the Strategic Plan. Involvement of the schools and the community is critical for the success of the paradigm to inform the system as well as achieve outcomes. Keys to success of the client include:

1. Strong connections with business and industry;
2. Customized Training Plans that effectively communicate and create training opportunities;
3. Respect and recognition of partnerships;
4. Application of expertise to create connections with business and industry;
5. Seamless transition between school and post school activities;
6. Planned Approach to Community Development and Job Placement;
7. Regional Teams providing leadership and problem solving solutions.

Individual Referral Flowchart



Employment Analysis

I. Current Status/Information

The person referring the individual for supported employment services through the Iowa Vocational Rehabilitation Services must complete Section I. Current Status/Information and submit it to the IVRS Counselor. If this form is used for referral to other organizations, the person making the referral should complete Section I and submit it to the most appropriate entity. Provide additional information for Section II and Section III if available.

Name of Client: _____ **Date:** _____

Address: _____ City: _____ Phone: _____

Date of Birth: _____ Medicaid Number _____

Contact Person: _____

Address: _____ City: _____ Phone: _____

1. What is motivating this person to be interested in community employment?

2. Describe the person's work-related activities?

Current Work Status	Hours per Week
Volunteer	
Workshop	
Community Job	
School Work Experience	
Other	

3. Can they work 20 hours or more a week? _____ Yes _____ No

4. If not, how many hours a week can they work ____ and what prevents them from working more hours?

5. Does the person want a different job? _____ Yes _____ No If Yes, what type of job do they want?

6. Is there a case manager/Social Worker? Yes ____ No ____

Name/Phone _____

7. Does the case manager/Social Worker feel that there is a need for supported employment services?

Yes ____ No ____

8. Is there a guardian? Yes ____ No ____

Name/Phone: _____

9. Is the guardian supportive of a community placement and understand the impact it will have on Social Security Benefits?

10. Additional comments

SIGNATURE OF GUARDIAN: _____ **Date:** _____

SIGNATURE OF CLIENT: _____ **Date:** _____

SUBMITTED TO: _____ **Date:** _____

(This section is to be completed by the interdisciplinary team that determines the next appropriate step.)

Decision(s)	Action(s)/Date	Party Responsible

II. Assessment/Evaluations:

If the individual being referred for supported employment services has already completed some form of assessment or evaluation attach a copy of those reports to this form and complete the following questions. If the report identifies the vendor of the assessment/evaluation and the date then question number one may be skipped. Attach copy of formal assessment, if available.

11. Please provide information on person's medical/psychological condition.

12. Has the person had a vocational evaluation/assessment – when/where?

13. Describe their social skills

14. Explain how the assessment or current level of performance supports community employment (work skills, work habits, etc.

15. Benefits Analysis Information: What benefits is the person receiving and how would they be affected by additional income?

16. Does the TEAM feel the person is ready for community employment? Yes _____ No _____
If no, identify next steps _____

(This section is to be completed by the interdisciplinary team that determines the next appropriate step.)

Decision(s)	Action(s)/Date	Party Responsible

III. Employment Exploration:

If the interdisciplinary team determines that the client demonstrated appropriate performance in the assessment and evaluation process conducive to competitive employment then Section III Employment Exploration must be completed by the interdisciplinary team for consideration for community employment.

1. How is this demonstrated?
Indicators of Productivity _____
Acceptance of Supervision _____
Dependability _____
Getting along with others _____
Staying on task _____
Hygiene/appearance _____
Level of independence on the job _____
Commitment/motivation to change _____
Accommodations needed _____
Other _____
2. Additional comments related to Transportation and Child Care

Team Members:	Address:	Phone:

(This section is to be completed by the interdisciplinary team that determines the next appropriate step.)

Decision(s)	Action(s)/Date	Party Responsible

IV. Skills/Services and Supports for employment:

If the interdisciplinary team determines that the client demonstrates the appropriate work habits, behaviors and skills to work in the competitive labor market, then the team must complete section and submit it to the appropriate funding source.

1. What are the known barriers?

2. What supports are needed?

3. Are those supports in place (who, what, where, how – i.e. job coaching, county support)?

4. Has the individual received supported employment services before?

5. If so, what occurred and what has changed?

6. What does the person need to experience successful community employment?

7. Recommendations/suggestions:

8. Additional Comments:

Signature of interdisciplinary team member completing form _____

Date _____

(This section is to be completed by the interdisciplinary team that determines the next appropriate step.)

Decision(s)	Action(s)/Date	Party Responsible

FORM SES/RA – 1

Supported Employment Placement Agreement

Client :

Desired Vocational Goal:

Alternative Vocational Goals:

-
-
-

Maximum hours capable of working:

Expected wage:

Minimum hours that are acceptable (20 or more)*:

Work Schedule:

Non-negotiable issues:

-
-
-

Client Responsibility:

Family/Guardian Responsibility:

IVRS Responsibility:

Case Manager Responsibility:

CRP Responsibility:

Who will provide/fund long term follow-up, advancement, placement in new position?

Name/ Position	Address	Phone	Service

Client Signature _____ Date _____

Guardian Signature _____ Date _____

CRP Staff Signature _____ Date _____

Other Members _____ Date _____

IVRS Signature _____ Date _____

Case Manager/Social Worker Signature _____ Date _____

CPC Approval Obtained by: _____

Date: _____

**Prior to any authorization for supported employment services by IVRS, the Area Office Supervisor must approve the plan if the minimum hours do not meet the agency requirements.*

Job Analysis Consultation

Employer Name:

Contact Person:

Job Title:

SOC Code:

Address:

Phone:

Shift Length:

of Days per Week:

Wage/Benefits:

Educational Requirements:

Work Experience Requirements:

Certifications/License/CEU Requirements:

Medical Exam Required?

Drug Test Required?

Background Check Required (Department of Criminal Investigation)?

Orientation:

Briefly State the Purpose of the Job

List Essential Functions of Position:

Sequence of Tasks:

List steps of each task (or essential function) in sequential order. If the job involves more than one task, complete a separate list for each task.

Job Requirements Summary

Key Physical Demands:

Key Environmental Demands:

Primary Machines, Tools, Equipment, Work-aids:

Primary Materials, Products, Subject Matter, Services:

Supervision:

Work Culture (Teams, Lunch, Breaks):

Specific Job Demands Evaluation

Physical Demands

In an eight hour workday, “Occasionally” equals 1% to 33%, “Frequently” equals 34% to 66% and “Continuously” equals 67% to 100%. Please rate the following and check the appropriate box.

	Never	Occasionally	Frequently	Constantly	Comments
1. Strength					
Lifting					
S.up to 10 lbs.					
L.10-20 lbs.					
M.21-50 lbs.					
H.51-100 lbs.					
V.over100 lbs.					
Carrying					
L.up to 10 lbs.					
M.11-25 lbs.					
H.26-50 lbs.					
V.Over 50 lbs.					
Pushing/Pulling					
Up to 10 lbs.					
10-24 lbs.					
25-49 lbs.					
50-100 lbs.					
Over 100 lbs.					
2. Climbing					
Ladder					
Steps					
Other					
	Never	Occasionally	Frequently	Constantly	Comments

3. Lower Extremities					
Stooping					
Squatting					
Crawling					
Kneeling					
Balancing					
Bending					
Twisting					
4. Upper Extremities					
Reaching					
At shoulder level					
Hand/Wrist Motions					
Grasping					
Right					
Left					
Repetitive					
Fine Manipulating					
Right					
Left					
Repetitive					
5. Speaking Requirements					
6. Hearing Requirements					
7. Sight Requirements:					
20 inches or less					
20 feet or more					
8. Other					
Sitting					
Standing					
Driving					
Walking					
Distance:					
0-10 feet					
10 feet to 90 feet					
30 yards to 100 yards					
Even Surface					
Uneven Surface					

Environmental Conditions

(If yes, Describe conditions addressed)

- | | |
|-----------------------------|--------------------|
| 1. Inside: | Outside: |
| 2. Extreme Cold | Temperature Range: |
| 3. Extreme Heat | Temperature Range: |
| 4. Humid or wet conditions: | Source: |
| 5. Noise | Source: |
| 6. Hazards: | |
| Mechanical | |
| Electrical | |
| Hot material | |
| Fire | |
| Chemical agents | |
| Heights | |
| Moving Equipment | |
| Sharp tools | |
| Cluttered floors | |
| Damp/Wet floors | |
| Poor lighting | |
| Other (List) | |
| 7. Atmospheric Conditions | |
| Poor ventilation Source: | |
| Fumes | Source: |
| Odors | Source: |
| Dust | Source: |
| Mist | Source: |
| Gasses | Source: |
| Other: | |

Barriers to Employment for People with Disabilities

Physical Barriers:

Attitudinal Barriers:

Procedural Barriers:

Potential Reasonable Accommodations:

Signature of IVRS staff: _____ Date: _____

Employer signature agreeing to basic description of the job: _____

Customized Training Agreement/Plan

Name of Employee/Trainee: Joe Prep

Name of Employer/Training Site: Salad-to-Go

Business Address: 123 Welding Blvd

Business Contact: Darcy Torch

Business Phone #: 555-Weld

Supervisor/ Trainer: Kim Arc

Hours/Wk: 40

Work Schedule:

Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Split Shift
8-5	8-5	8-5	8-5	8-5			

Job Title: Food Prep

SOC Code: 51-4121.03

Beginning Date: 10/10/06

IVRS Responsibilities:

1. IVRS Staff will provide support to the Employer, CRP/Trainer and the Employee/Trainee during the training period and will be available for follow-up after the training is completed.
2. IVRS Staff will assist the Employer, CRP and Employee/Trainee with determining what reasonable accommodations may be required to perform the essential functions of the position.
3. IVRS will assist Employer in identifying funding sources for accommodations when possible.
4. IVRS will assure that long term supports are in place for the client upon completion of training.

Employer Responsibilities:

1. Employer agrees that the intention of the supported employment training is that the Employee will be retained following training if the performance is satisfactory.
2. Employer will assure that the Employee/Trainee is covered under the Employer's workers compensation insurance.
3. Employer will notify CRP and IVRS when issues arise.
4. Employer/Trainer will provide for any reasonable accommodations that may be necessary, unless the accommodation is for training needs only.
5. Employer/Trainer will complete monthly evaluation of Employee/Trainee's performance with IVRS staff.

Employee/Trainee Responsibilities:

1. Employee/Trainee will attend work regularly.
2. Supported employment training is considered employment.
3. Employee/Trainee will maintain contact with the IVRS Staff as determined at the time this agreement is established.
4. Employee/Trainee will contact IVRS Staff if any problems should arise.
5. Employee/Trainee will evaluate training program at the end of the training program.
6. Employee/Trainee will ask questions necessary to learn the job.
7. Employee/Trainee will follow instructions and accept supervisory correction and direction.

Community Rehabilitation Program Responsibilities:

1. Follow the Individualized Training Plan
2. Keep IVRS and Employer informed of any issues with the trainee that could create problems on the job site
3. Track trainee's progress and note when skills are learned
4. Identify along with IVRS and Employer when stabilization has occurred.
5. Complete forms and reports as needed.

All Responsible:

1. All responsible for this agreement/plan must initial any activity that is added after the start date of the agreement/plan which acknowledges that the activity is necessary and has been communicated in order to achieve success.

This agreement is between IVRS, CRP, trainee and the Employer. The purpose of the agreement is to clarify the operation of the Individualized Training Program. It is expected that the Employee/Trainee will be retained past the training period should the employer evaluate the worker's performance as satisfactory. The employer is encouraged to consult with the IVRS Staff for any training concerns. Should there be any questions; the employer is encouraged to contact the IVRS Staff at the contact number below.

Position	Signature/Date	Contact Information
Employer/Trainer		
Trainee		
IVRS Staff		
CRP Representative		

Employee/Trainee: _____

Date: _____

Competency Attainment Rating
Job Title Food Prep

Job Skill	Training Schedule	Rating (NI, SL, A)	Comments
1. Learn the work schedule in regard to the order in which job tasks are performed.	4 weeks	SL	CRP will provide prompts and develop a written list of job tasks at work
2. Learn to prepare lettuce for salads and place in bowl.	1 weeks	NI	Focus on tearing the lettuce and size of salad.
3. Cut vegetables (carrots, radishes tomato, and onion) with slicer. Needs to know how much of each vegetable to place on salad.	1 week	A	
4. Make croutons- slice bread and bake in oven.	2 weeks	NI	Has knowledge but requires practice so croutons do not burn.
5. Clean up- clean work area, wash dishes, mop floor and put away food.	1 weeks	NI	Understands process but needs practice and instruction on when things are clean.

NI – Needs Improvement, SL – Still Learning, A - Acceptable

Job Coaching Hours:

Number of Hours	Timeframe	Fading Plan

Soft Skills Attainment Rating

Employer: Salad-to-Go

Employee: Joe Prep

Time Period Covered: 10/10/06– 10/31/06

Date of Report: _____

Soft Skill	Training Strategy	Rating NI, SL, A	Comments
Knowledge of Job			
Quality of Work			
Quantity of Work			
Initiative			
Supervision Required			
Interest in Job			
Judgment			
Appearance			
Co worker Relations			
Acceptance of Constructive Criticism			
Responds Positively in Action to Suggestion/Criticism			
Works Hard			

NI – Needs Improvement, SL – Still Learning, A - Acceptable

As of _____, _____ has successfully
(Date) (Trainee)

completed training and has attained the job specific skills listed above as a
_____. (Job title)

Signature of Employer/Trainer

Date